

THEO 850B: Intersectionality and Contemporary Theologies

Spring 2024

Garrett-Evangelical Theological Seminary

Instructor: Anne Joh, Ph.D. (Anne.joh@garrett.edu)

Office Hours: By Appointment

Monday 6:30-8:30 pm, synchronous online with asynchronous assignments

Readings are subject to changes at the discretion of the instructor.

“Texts are worldly, to some degree they are events, and even when they appear to deny it, they are nevertheless a part of the social work, human life. And of course, the historical moments in which they are located and interpreted.”

Edward Said, *The World, the Text, & the Critic*

OBJECTIVES

1. To introduce students to the basic language of theological and theoretical discourses on the concept of ‘intersectionality’ through assigned texts and articles and come to a better understanding of the implications of ‘intersectionality’ in the doing of theology that is liberating and accounts for the multiplicity of experiences and histories and,
2. To create competence in students’ ability to engage in critical analysis along with theological reflection on multiple analytic categories like race, gender, sexuality, class, and colonialism and,
3. Equip students to engage competently in rigorous academic theological discussions of various theological loci engaged by constructive theologians in the Christian tradition.
4. To foster and create an ethos of engaged and sustained theological analysis in everyday practices of faith and its undergirding various understandings of theological reflection and the theory and practice of theologies that are liberating,
5. To sharpen students’ keen awareness that the past is always linked to the present and the conditions for our future and that our understanding of doing theology must consider the significant impact of past, present and the coming future. “Intersectionality” as an analytic helps to do a more robust constructive theological reflection.

REQUIREMENTS

1. Participation: 30%

Class presence (both asynchronously and synchronously) and engagement with readings and colleagues are critical to pass this course. Critical and constructive participation is important for the fruitfulness of this course.

2. ASYNCHRONOUS Assignments: 30%. MUST be posted by NOON on the day of the class. The facilitator is responsible for gathering these posts and preparing to lead 45 minutes presentation on the weekly readings as well as the second half discussion.

1) Clarification - seeking greater clarity about the nature of a given writer's position, about connections between readings, or about issues that continue from seminar to seminar. 2) Critique - identifying and briefly developing weaknesses you perceive in an assigned text. 3) Implication - exploring the implications for cultural critique, theology, or something else, that you see generated by the assigned reading of the week.

3. Final Paper: 40%

Each student will write a 15- 20-page paper, (PhD students 25-30 pages ex. bibliography) for their final work. The research project requires sustained engagement with at least two reading materials from the syllabus. These readings should serve as tools to analyze any real issue in everyday life (such as immigration, inter-faith, disabilities, capitalism, etc.) The final paper should be submitted via email on **May 15th**.

WEEKLY SCHEDULE: TEAMS Link in on Weekly Moodle

Feb. 5th: Orientation

Feb. 12th: Read PDF files on Moodle. (Crenshaw, Cooper, UNWomen.org, TIME article)

Feb. 19th : Read: Hill Collins, *Intersectionality*, Introduction and Chapters 1-4.

Feb. 26th: Read: Hill Collins, *Intersectionality*, Part II and III, Chapters 5-8 and Epilogue

March 4th: Read: Cuéllar, Gregory Lee. *Resacralizing the Other at the US-Mexico Border: A Borderland Hermeneutic*

March 11th: Read: Moon, Hellena. *Liberalism and Colonial Violence: Charting a New Genealogy of Spiritual Care*

March 18th: Read: Keller, Catherine. *Political Theology of the Earth: Our Planetary Emergency and the Struggle for a New Public*

March 25th: Spring Break. NO CLASS.

April 1st: NO CLASS

April 8th : Read: Mendoza, Susanah Lily L., and George Zachariah, eds. *Decolonizing Ecotheology: Indigenous and Subaltern Challenges*

April 15th: Read: Tran, Jonathan. *Asian Americans and the Spirit of Racial Capitalism*

April 22nd: Read: Pineda-Madrid, Nancy. *Theologizing in an Insurgent Key: Violence, Women, Salvation*

April 29th: Read: Tonstad, Linn Marie. *Queer Theology: Beyond Apologetics*

May 6th: Read: Delgado, Teresa. *A Puerto Rican Decolonial Theology*

May 13th No Class. **The FINAL paper due MAY 15th.**

GRADING RUBRIC

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to “mini-thesis” (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes), which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. **The**

Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that acknowledges counter-arguments, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The “Needs Help” Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; “plopped in” in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source. Adapted from an Internet post by Patrick Rael <prael@polar.Bowdoin.EDU>.

*Course schedule is a guideline and subject to change at the discretion of the faculty.

**Deadline for the application for an INCOMPLETE posts at the beginning of the semester by the school. No INCOMPLETES accepted after the posted deadline.

***Please refer to the *G-ETS Student Handbook* in regards to the school’s policy on academic dishonesty. The instructor follows this policy very strictly.

Attendance and Class Participation

- Inclusion/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and course assignments, persons are always to be respected and ideas are to be freely discussed... All participants in the teaching-learning process must honor and respect varying perspectives on relevant issues.

(AY 2324 Handbook, 10)

- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (AY 2324 Handbook, 20)

- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.
- Academic integrity and plagiarism: (See AY 2324 Handbook, 13, 69-75) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (AY 2324 Handbook, 74-75)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. To find out more, see the Writing Center Moodles site: <<https://courses.garrett.edu/course/view.php?id=1137>>. Contact the Writing Center for more detailed information <writing.center@garrett.edu>.
- The use of AI includes, but is not limited to, such activities as: research, generating first drafts of assignments or creating outlines (through tools such as ChatGPT), translation from one language to another, and editing, polishing, or revising (through tools such as spell check, grammar check, and Power Point designer). The extent to which the use of AI is allowable in developing course assignments is determined by the faculty member in each of their courses. Faculty may prohibit the use of AI tools on assignments, allow the use of certain tools with appropriate acknowledgment by the student as to which tools were used, or allow the use of some tools with no acknowledgment by the students that the tools were used.

CLASSROOM ETIQUETTE

1. Limit use of the Internet during class.
2. Limit eating and drinking during class.
3. Practice intercultural skills with one another.
4. Faculty has (at least) 48 hours to respond to any participant communication.
5. Participants wait (at least) 48 hours before submitting a request to contest grading. To contest grading, participants should request a meeting. Participants must present a case to argue for how the graded paper aligns with the assignment expectations for rigorous graduate-level academic theological work, in addition to conforming to the stipulated grading rubrics, which serve as grading guidelines. A successful argument requires the participant to bring a copy of the marked paper and provide a systematic account demonstrating how it aligns with course expectations and rubrics.

Bibliography (Tentative)

Boopalan, Sunder John. *Memory, Grief, and Agency: A Political Theological Account of Wrongs and Rites*. Cham: Springer International Publishing : Imprint : Palgrave Macmillan, 2017.

- Cuéllar, Gregory Lee. *Resacralizing the Other at the US-Mexico Border: A Borderland Hermeneutic*. Routledge New Critical Thinking in Religion, Theology and Biblical Studies. Abingdon, Oxon ; New York, NY: Routledge, 2020.
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